

act and as bait for their initial book ordering scheme. We have still not had even a smell of the carrot.

I will close with some remarks on general problems to be faced in the future. There is the increasing rate of publication. There must be at least one new and really important journal starting each week in our field alone. These are mainly subscription journals and exclude the numerous Proceedings and serials from Universities, Government departments and research stations. Publication is too slow. There is the post war development of the unpublished technical reports, which none of us out here have yet really had to grapple with. In the United States these typed or mimeographed reports on research work are being issued at the estimated rate of 75,000 per annum and this excludes the classified or marked (government but not security) literature. I am somewhat dubious about the great machines described to us, even somewhat of large punched card systems. These machines will probably find their greatest use in overseas specialized documentation centres where they can be worked full-time on some form of co-operative or fee basis. Our use will be by referring literature searches to them by airmail.

To sum up, special libraries have an important place in the bibliographical and library system in this country but in most cases they are not able to take it, and at most will be little more than useful storehouses. Until the problems of the supply of books and staff are solved, we will be unable to make our full contribution and I think that these answers lie in the hands of the chairman [Mr Alley].

THE PUBLIC LIBRARY IN INDONESIA

F. MOELJONO HADI

The following article is by a young Indonesian librarian who studied in Great Britain recently under a UNESCO fellowship. It has been sent by Mr E. N. Petersen, Head, Public Libraries Development at UNESCO headquarters in Paris, and is based on a talk given by Mr Moeljono Hadi at UNESCO. The fellowship he held, and one in Australia by another Indonesian librarian, were part of the same United Nations Technical Assistance programme which sent Mr Dunningham, City Librarian, Dunedin, to Indonesia last year as library adviser to the Ministry of Education. Mr Dunningham is due back in New Zealand shortly.

LIBRARY provision in Indonesia is not an entirely new undertaking. Good and constructive work has already been done by libraries organized in or by departmental officers, museums and universities to provide books for special groups of readers interested in particular fields of knowledge. The idea of a 'Public library' to which every man has access and where any man can obtain the knowledge and information he needs is, however, just growing in Indonesia. Yet our usually not very big public library units serve more people than any other type of library. And it is to these libraries that we shall now direct our attention.

The public libraries (in Indonesian 'Perpustakaan Rakjat') are reading rooms for periodicals and newspapers, and/or lending libraries. They assemble and make available reading and other informational materials of value to the 'general reader', and generally contain a wide range of books appropriate to the main objective of the mass-education programme.

The body charged with the organisation of these libraries is the Mass Education Department of the Ministry of Education. In organizing public libraries this Department has two main aims:

1. To give the people (*rakjat*) the widest possible opportunity to use libraries; and
2. To see to it that the *rakjat* (people) gain the fullest benefit from the use of these institutions.

Where public libraries do not yet exist, library units, generally small at first, must be opened in the large and small towns, villages and isolated areas. There are certain problems in doing this since Indonesia is a vast area, consisting of many islands and different groups of people speaking different regional languages as well as Indonesian, and communications between these islands and between these groups in several parts of the country are difficult.

The Mass Education Department also sees to it that existing public libraries are improved and brought up to date, and that the books are circulated as widely as possible, as well as read on the library premises. The library should serve the general education of the *rakjat* at every stage of development, and support and supplement the work done in the schools and by adult education and other anti-illiteracy campaign activities. The public library should provide an opportunity for every man and woman to obtain the full benefit of the use of its books and periodicals. New methods are needed for attracting and stimulating library users. These can be developed only from experience, with the habits and customs of the Indonesian people.

ORGANIZATION OF LIBRARIES

The library system has been organized in a systematic way. From ancient times Indonesia has had a social organization which divided the country into *kabupaten* (regions) and *ketjamatans* (districts). Following this administrative division, central libraries are set up in every *kabupaten* (there are about 180 *kabupaten*; and so approximately one for every 400,000 people). These libraries are centres for the small libraries which are set up in the *ketjamatans*. It is planned that these libraries should form not only the centre of the book and periodical supply; but in time they should also serve as regional headquarters for library provision and staff training. About 100 regional headquarters already exist and are doing their work well, although the staff usually consists of a maximum of only three people.

The establishment of smaller units in the *ketjamatan* is left mostly to the initiative of the people themselves. Since there are about 2,500 *ketjamatans* in Indonesia, this is the only way for the present to provide reading material for the people in these small and sometimes isolated areas. Whenever the need for a library is felt in a district, a committee in that area is formed to submit its request to the central library in the region concerned. Support and financial assistance can be obtained by filling out a questionnaire. The first contribution from the government

after an application is accepted is usually a number of books and periodicals, and inclusion on the mailing list of the Mass Education Department for reading material. With this start, it is then up to the regional headquarters to assist and develop the new member of the family. The number of these new library units at the moment is nearly 2,000. This development is encouraging indeed, but it adds new problems for book supply, equipment and staff training.

The bigger libraries of the *kabupaten* (regional headquarters) are under direct control of the Central Office of Public Libraries, which is a division of the Mass Education Department in the Ministry of Education. This form of organization permits circulation of the largest possible quantity of reading material throughout Indonesia within a short time. Moreover, with a central library in every *kabupaten* and under this the library units in the *ketjamatans*, the social, cultural and economic conditions of every region, to which the public libraries should be closely keyed, can easily be ascertained.

PROBLEM OF ILLITERACY

The Public Libraries Division watches with great interest the libraries for new literates. These small libraries serve those who have just been taught how to read and write. The work of the Anti-Illiteracy Campaign Division of the Mass Education Department which has made considerable progress in the last few years would be useless if further opportunities and encouragement were not given to the newly literate people by these small libraries set up in the *desas* (small units in the *ketjamatan*). The books supplied to this type of library are of three kinds. First, there are books with large letters, meant for beginners. No sentences are given in these books. Second, there are those with smaller letters for more advanced pupils of the Anti-Illiteracy Campaign courses, who are already able to read sentences. Third, there are books, printed with ordinary-sized letters for those who can read easily. In these books are short stories about their daily life, written to develop the new literate's general knowledge. There are more than 50,000 *desas* in Indonesia, and the Anti-Illiteracy Campaign is spreading over these areas and the number of these library units is increasing too. It is this rapid progress that we, from the Public Library Service, are watching with interest and even with uneasiness. This uneasiness, however, does not lead to defeatism. On the contrary, full efforts have been made and are still being made to keep up with this remarkable development.

LANGUAGE PROBLEM

The shortage of books in the Indonesian language is the main problem of public libraries. There is little reading matter in the regional languages (Javanese, Sundanese, Madurese, etc.), and the other spoken languages. The foreign languages such as English, German and Dutch are inadequately understood outside the towns. The Indonesian language, which is understood by large groups in all parts of Indonesia, is the language of the reading public. It is also the official language in schools and offices. The problem is to increase the number of books in the Indonesian language. Very few such books existed before the war. Since the war many newspapers, periodicals, booklets and pamphlets have appeared in the Indonesian language. But there have been few books, and the number of translations of foreign books, particularly non-fiction, is still inadequate.

There is especially a shortage of children's books. It will clearly take some time before anything like a satisfactory quantity of reading matter is available for the public libraries.

The only thing we can do at the moment is to encourage co-operation among our libraries. In this way we hope to promote the circulation of all the books in the country. But to get the machine in running condition we first need some essential things. We need a bibliographical centre to keep the records of the existing collections (union catalogues, lists of books). We need a reference headquarters to receive requests and provide information. We need the equipment for all these services.

To set up this network of library units and library centres and to keep it running, we urgently need trained librarians. There is not one Indonesian with full qualifications. There is only one official course in Djakarta, supervised by the Ministry of Education, which provides training only for assistant librarians. First steps have already been taken for sending students or library workers abroad to be trained as librarians or to get experience in the profession. And it is earnestly hoped that more will be prepared to follow in their footsteps.

AUSTRALIAN NATIONAL BIBLIOGRAPHY

H. ROTH

DESPITE geographical proximity, Australian publications present a major problem in reference work and cataloguing. Many New Zealanders obviously subscribe to Australian journals and request books they have seen reviewed before these books have reached this country, and the books themselves arrive in New Zealand well before they are listed in the Cumulative Book Index, for instance. Older Australian publications are even more difficult to trace because of the many gaps in Australian national bibliography.

The following list, originally prepared for the use of the Library School, should be of some assistance to those trying to cope with this problem.

GENERAL RETROSPECTIVE

Ferguson, John Alexander. Bibliography of Australia. Sydney, Angus and Robertson, 1941- v. (In progress).

Contents:—v. 1: 1784-1830—v. 2: 1831-1838—v. 3: 1839-1845.

Includes works published in Australia or by Australians elsewhere. Arranged chronologically, with location in Australian libraries and the British Museum. To be completed up to 1901 in five volumes.

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